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ABSTRACT

This booklet, issued by the South Carolina State Department of Education, provides a step-by-step plan of action to assist new counselors in organizing an elementary guidance program. After a statement of basic guidance goals and a list of counselor program objectives, the booklet consists of the following sections: (1) a brief summary of the state's Guidance-by-Objectives model and the role of the guidance counselor in implementing this model; (2) advice on meeting with the principal, teachers, and support staff before school begins and sample outlines for elementary classroom orientation activities; (3) preparation of the guidance office; (4) advice for the first week of school; (5) public relations activities; (6) counselor activities, e.g., classroom presentations, small groups, individual counseling, and inservice; (7) the parent conference; (8) special guidance events; (9) testing; and (10) accountability. (TE)

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A

BEGINNING FOR

A NEW

ELEMENTARY COUNSELOR

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## INTRODUCTION

A Beginning for a New Elementary Counselor has been developed to assist the new counselor in organizing the new elementary guidance program.

In many instances this is the first time an elementary school has been introduced to the concept of an elementary guidance program. Principals, teachers, students and parents wonder about program objectives and the duties an elementary counselor performs. It is the new counselor's responsibility to organize and present the elementary guidance program in such a way that school staff, students and the community view the program as valuable and significant.

While there are numerous ways to communicate this information, the intention of this booklet is to provide a frame of reference for the new counselor as he/she begins the new counseling program.

A step-by-step plan of action is essential when it comes to a new counselor establishing credibility and confidence in the guidance program.

This is an exciting time, one that challenges all resources, skills, and abilities available.

This is a new beginning....

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## BASIC GUIDANCE GOALS

Overall Goal:

To be able to organize and implement the steps needed in an effective elementary guidance program.

(1) The counselor will be able to provide an effective orientation on the role of the elementary counselor to the principal, teachers, support personnel, students, and parents.

(2) The counselor will be able to name and explain the specific steps needed in setting up a new elementary guidance program.

(3) The counselor will be able to prepare and maintain an effective guidance office for students, teachers, and parents.

(4) The counselor will be able to determine the steps needed in setting up classroom presentation, small groups, and individual counseling.

(5) The counselor will be able to name effective ways of using public relations to enhance the guidance program.

(6) The counselor will be able to plan and organize activities needed for classroom presentations and small groups.

(7) The counselor will be able to demonstrate an effective inservice with teachers on Parent Conferences.

(8) The counselor will be able to organize and implement Special Guidance Events throughout the school year.

(9) The counselor will be able to name and explain the guidance duties involved in testing.

(10) The counselor will be able to name and explain the ways to demonstrate counselor accountability.

## COUNSELOR PROGRAM OBJECTIVES

The elementary counselor is concerned with the mental, emotional, social, physical, and educational development of each child. Therefore, the elementary counselor can be expected to provide the following services.

**Counseling**

Individually and in groups:

a. build on a child's strengths

b. meet needs of acceptance, warmth and caring

c. develop positive attitudes about self and school

d. promote positive social interaction with peers and authority figures

e. develop self-discipline, self-motivation and academic achievement

f. provide an opportunity to talk about concerns (personal, social, academic and vocational)

g. teach decision-making and problem-solving skills

h. teach study skills and thereby reduce poor achievement

i. reduce poor attendance

j. reduce inappropriate behaviors

**Consulting**

Teacher inservice, teacher conferences, parent study groups, parent conferences about

a. growth and development

b. children's characteristics

c. behavior management (positive discipline)

d. special learning problems of the handicapped

e. the meaning and use of achievement test results

f. information filed in cumulative folders

g. curriculum to meet special student needs (career education, drug education, physical education)

h. positive home environment

i. referrals to community agencies and community services to the school

j. services the counselor provides to help -- teachers, parents, and students.

**Coordination**

a. classroom group guidance

b. classroom and community career education

c. county, district and community guidance-related consultant services

d. registration and orientation with feeder/receiver schools; new students/teacher orientation

e. conferences with parents; parents/teachers; students/parents; students/parents/teachers

f. assistance with standardized testing program

g. guidance public relations

**Indirect Services to Students**

a. active membership in professional organizations

b. participation in professional organization conferences and department workshops to update professional skills

c. additional graduate courses to expand expertise

d. wise use of guidance budget

e. coordination with media specialist regarding effective audio-visual and printed materials needed for classroom use by the counselor

f. recommendation of effective books for the staff professional library

g. appropriate use of private office space, telephone, group counseling space

h. presentation of the guidance of children to civic, PTA groups, church and other community groups upon request

**Consultant to Parents**

Many parents seek assistance from the counselor in developing parenting skills in order to understand their children and relate to them more effectively and harmoniously. In study groups parents share their common concerns while they are learning to identify and expand their parenting strengths.

**Consultant for Teacher Inservice**

With the principal's support, the school counselor can provide for teachers a planned inservice program designed to improve student attitudes.

## SECTION I

**Know Your Role. . .**

**Guidance-by-Objectives**

The role of the elementary guidance counselor is to contribute to improved academic achievement of all students by establishing a comprehensive guidance program.

: The State Department of Education developed the Guidance-by-Objectives Model to assist counselors in performing the task for which they were specifically trained.

: The activities may be implemented, modified, or expanded. The counselor should secure approval of the completed plan for the school administration and the district guidance supervisor. Once finalized, the counselor's Guidance-by-Objectives becomes a blueprint of activities for the year.

: This model provides services which address identified needs at the prevention level. The role of the guidance counselor is to assure a developmental guidance and counseling program to every child of elementary school age.

: This is an exciting time that challenges the counselor to use every possible resource to communicate to his/her public the role of the counselor.

## SECTION II

**In the Beginning. . .**

**Meet with the Principal**

Before school begins one of the best ways to get things off to a good start is to set up a meeting with the principal. The main purpose of the meeting is to explain the role of a counselor. At this meeting the counselor should:

: Provide a copy of schedule and plans for student referrals

: Provide a copy of lesson plan for classroom orientation with students (see attached)

: Provide a copy of Guidance-by-Objectives (one copy to the principal and one copy to the guidance office)

: Discuss plan for small group sessions (how the counselor plans to choose students, size of group (6-8), topics and length of sessions)

: Propose to write an article for the newspaper and school paper about the counselors task (see attached)

: Request a few minutes time during inservice to speak with teachers about the role of the counselor in the school

: Request time at the first PTA meeting to introduce the role of the counselor to parents

: Ask for suggestions and support for the guidance program

: End the session with affirmation and support for the principal. Offer to assist him/her in any way possible

**Meet with the Teachers**

Teachers will be the next step in establishing the guidance and counseling program.

: Before school begins, visit informally with each teacher for a few minutes in his/her classroom

: Ask questions and find out something about each one (the stage is being set for counseling and teachers are your potential counselees)

: Express enthusiasm about the guidance program and let the teachers know that the counselor needs their help

: This is not the time to get into any specifics about work. This is mainly a "get-to-know-you" type visit. Specifics will come later in a group setting.

**Meet with the Support Personnel**

: Before school begins visit informally with all cafeteria workers. Many dividends are returned when hungry children are helped through the coordination of services with the cafeteria staff.

: Resource and Special Education Teachers should also be visited. They can serve as support persons in dealing with problem children. These teachers do informal testing to give an idea of student abilities and special problems.

: Physical Education, Art, and Music teachers are good referrals. They see children in a totally different setting and are able to share valuable information that may be the key to a child's problem.

: The School Nurse is a valuable resource for suspected physical problems. She can arrange free physical exams through the Health Department. She can also provide information concerning the Crippled Children's Fund. There are many services available for parents without money. Coordination of these services through your school nurse is the counselor's job.

: Janitorial Staff are among the most supportive people on the staff. They notice all of the children who are constantly coming and going through the counselor's office. They quickly see that the counselor cares about all the children with whom others are exasperated. They will also help with clothing and other needs which children might have. Students will also confide in them about problems. Soon the janitors will be referring students to the counselor.

: The School Secretary is a very valuable resource. Everything and everyone passes by the secretary's desk. She will constantly refer parents and students to the counselor. Get to know the secretary.

## OUTLINE FOR CLASSROOM ORIENTATION

### K - 1st, 2nd, 3rd

**Materials needed:**

Posters with children describing problems
Big name tag

**Objectives:**

To identify the name of the counselor
To be able to name and explain the problems the counselor handles
To name the three ways to see the counselor

**Lesson Plan:**

**I. Introduction:**

Right now I want to count eyes, so - no matter what happens, don't take your eyes off me. (Begin to count the children's eyes by saying, 2 eyes, 4 eyes, 6 eyes, etc) I have 60 eyes all looking at me.

I want to see if you can use your eyes and figure out my name or see where my name is. (Point to your leg, arm, back, hand, foot, head) That's right, my name is on the front. Mrs. Dill, just like a dill pickle. Let's see if you can remember my name. What is it? I'm going to count to 10 and see if you have forgotten what it is. One, two, etc...

**II. Kinds of Problems**

I am your counselor - what that means is I am your friend.
I help students solve problems. What kind of problems?

A. School problems - bad report card, not pleasing teacher, little slow in class

B. Friend problems - fussing, fighting, bad names, no friends, lonely

C. Home problems - nothing you do is right, mom and dad are mad at you

D. Self problems - feel ugly, nobody loves you, want to run away, wish you looked like someone else.

NOTE: You can see me and share something good.

III. How can you come and talk to me? First of all, there are three ways you can see me. You can't just walk out of your classroom. This would not be very polite or nice to your teacher.

1. See me in the hall and tell me.

2. Tell your teacher and she will let me know.

3. Write me a note. Include your name and your teacher's name. My mailbox is in the cafeteria.

NOTE: I won't tell anyone what you say. Sometimes we might need some help. We will always talk about it first.

IV. Closing: (Introduce Duso to the children at this point)

Duso has a problem and I told him I would help.

Duso does not know all of your names. Let's see if we can help Duso solve his problem.

## OUTLINE FOR CLASSROOM ORIENTATION

### 4th, 5th grades

**Materials needed:**

Posters (Charlie Brown)
Letters to parents
Referral forms

**Objectives:**

Students will be able to identify -

the name of the counselor
the problems the counselor handles
the ways to see the counselor

**Lesson Plan:**

I. **Introduction:** Give name and location of your office

I am your Guidance Counselor! I am here to be your friend.
I am here to help you with some problems that you might have.

II. **Kinds of Problems**

A. <u>School</u>

1. May not feel you are pleasing the teacher.
2. May feel you are a little slower than other students.
3. Bad report card

B. <u>Friends</u>

1. Fuss and fight
2. Hurt your feelings by calling you names.
3. Unable to get along with your friends.

C. <u>Home</u>

1. Things do not go right at home.
   Nothing you do seems right.
2. Sisters, brothers, mom and dad are mad at you.

D. <u>Self</u>

1. Feel you are ugly and nobody loves you.
2. Wish you looked like someone else.
3. Feel bad about yourself and don't feel good about the things you do.

**Come talk to me!**

III. Reasons you can talk to me:

A. I care about you.
B. I am a good listener.
C. I will be honest with you.
D. I will not tell everyone what you say. If we need help from someone, we will talk about it first.

IV. How can I see the Guidance Counselor? There are three ways:

A. Ask the teacher to let you go by yourself. She will arrange a time.
B. You can drop a note in my mailbox in the cafeteria. (Make sure you have your name, grade, and teacher's name on paper)
C. You can see me in the hall and ask me to let you come.

V. Closing: Give letters for parents regarding presentation to teachers. The letters can be handed out to the students at the end of the day (see insert)

## SAMPLE LETTER TO PARENTS

Dear Parents:

Today I visited in your child's classroom in order to have the opportunity to introduce myself as an available "friend". My job title is Guidance Counselor, but my real function is to help your child make his or her school experience as enjoyable and meaningful as possible.

Your child's teacher is his or her primary source of learning and growth, but if you or your child have a special need with which I can assist, please do not hesitate to call me at Southwood Elementary School at 123-1234.

Cordially,

Mary Jones
Guidance Counselor

Guidance Counselor

Mary Jones

The position of Guidance Counselor is new at Southwood Elementary School. Mary Jones, our new Guidance Counselor, has training and experience in the area of counseling in the elementary school. Mrs. Jones has two children who attend Abernathy High School and her husband is Director of Pleasantville Orphanage.

Since this is a new program, her job is very structured. She visits each classroom periodically and presents programs such as, how to make good decisions, developing good study habits, and how to get along with friends.

She also schedules daily groups of five and six individuals with specific problems.

Coordinating testing for the entire school and interpretation of testing results to parents is also included in her job description.

Mrs. Jones is enthusiastic about the program and feels that she is in the school to assist every child, not just those with problems. She sees her task as challenging and is looking forward to a good school year.

## OUTLINE FOR ORIENTATION WITH TEACHERS

I. Excited, scared - already feels welcome by your friendliness

II. Big Question in your mind? What does an Elementary Counselor do?

- Wondered same thing until I attended workshop Thursday and Friday. I'm now wondering how I will complete everything.

III. Structured Job Description

- Write lesson plans
- Monthly plan of activities that has to be turned into the principal
- Developing objectives for the entire guidance program each year. Copy must be turned into the principal and the State Department of Education, Elementary/Middle School Guidance Consultant, 801 Rutledge Building, 1429 Senate Street, Columbia, South Carolina 29201
- Posting a schedule of what I will be doing weekly for teachers and staff

IV. Some of the more exciting things that directly involve you.

- Classroom visits - sometime in the next few days I will be getting together with each one of you to set up a time when I can come into the classroom for 15 - 20 minutes and give an orientation to students about the duties of a guidance counselor. After this I will schedule a time when I can come in your classroom and present a guidance program to students regarding:

  **self concept, developing positive self-worth, careers, how to get along with friends, developing good study skills, etc.**

- Small Groups of students with special needs (in the guidance office)

  **behavior problems, divorce, peer relations, study skills, shy students, unmotivated students. These groups will arise out of referrals from you and will last six weeks.**

- Testing Coordinator - inservice for teachers include test taking skills, interpretation of test scores, etc.

- Referral person with social agencies (child abuse and neglect, health problems, glasses, clothing needs, etc)

- Individual Counseling - Ask that you not send a child unless you have talked with me first. I may be out of my office or with a group of students or parents. I would not be able to give your child my full attention. If there is an emergency, of course, I will see the child.

**NOTE:** There will be a mailbox hanging beside my door in which you may drop referrals for me (see attached form). Please note if your request needs my immediate attention.

**V.** Main Theme: Prevention

- I am here to prevent small problems from becoming big ones.
- Discipline is handled by the principal but I do work with children who have discipline problems. Please feel free to refer these students to me.

**VI.** In closing:

Please forgive my being "overly enthusiastic" about my job. I will make mistakes.

- I welcome your input and look forward to working with you. I'm always open to any suggestions that you may have in order to make things better for our students.

## SECTION III

**Preparation of the Guidance Office . . .**

Before school begins, one of the ways the counselor will spend his/her time is arranging a guidance office that is not only attractive but also functional. Keep in mind that before counseling skills can be put into practice, the appearance of the office will effect credibility. If the counselor's room looks disorganized and messy, students and teachers alike will question the counselor's ability. If the counselor is organized, these same people will feel comfortable in allowing the counselor to help them.

Everyone wishes to design his/her own guidance office but most counselors are left with space that is available. One's first thought should be to the physical arrangement.

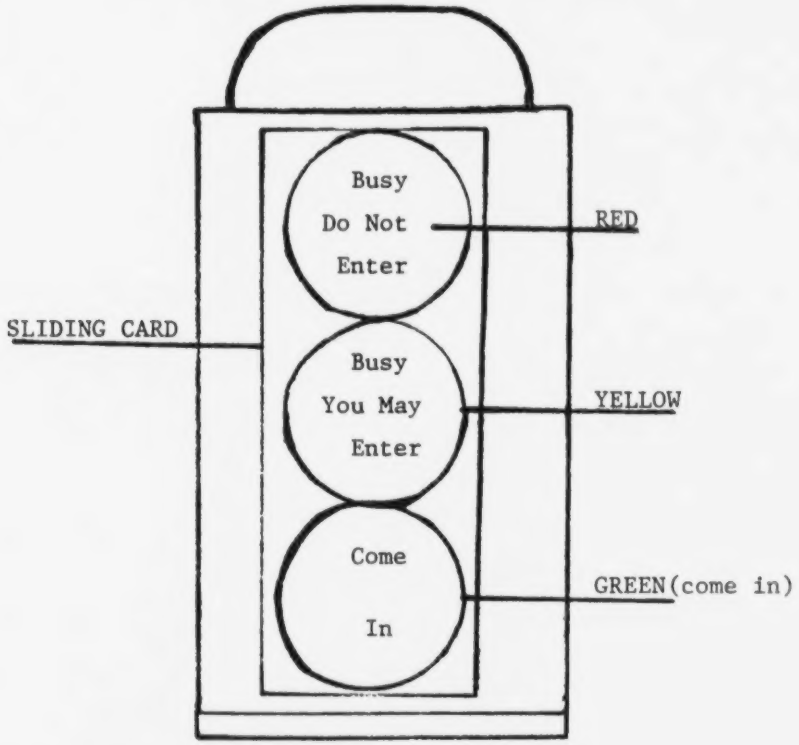
- Small table (round is ideal) with at least 5 or 6 small chairs.
- Desk, uncluttered, organized, possibly flowers, etc.
- Permanent folders may or may not be locked in counselor's office. Many schools keep these in the main office, because this is more convenient for teachers and principals. It is inconvenient to be constantly interrupted in the middle of a session by someone looking for a child's record.
- Atmosphere is established both by an attractive guidance room (pictures, etc.) and an attractive counselor who smiles and is friendly.
- Privacy is extremely important. Allow for some interruption, but maintain a certain amount of privacy. A sign on the door usually helps. One counselor uses a stop light poster. Red signals "Do not interrupt"; yellow signals "I'm busy, but you can come in"; green signals "Welcome anytime" (see insert).
- A mailbox is essential (see insert). It may be more effectively placed in a spot where every child passes, such as the library or lunchroom. Usually students cannot leave their teacher to drop a note by the counselor's office, unless it is on the way to lunch, etc.

**Guidance Materials**

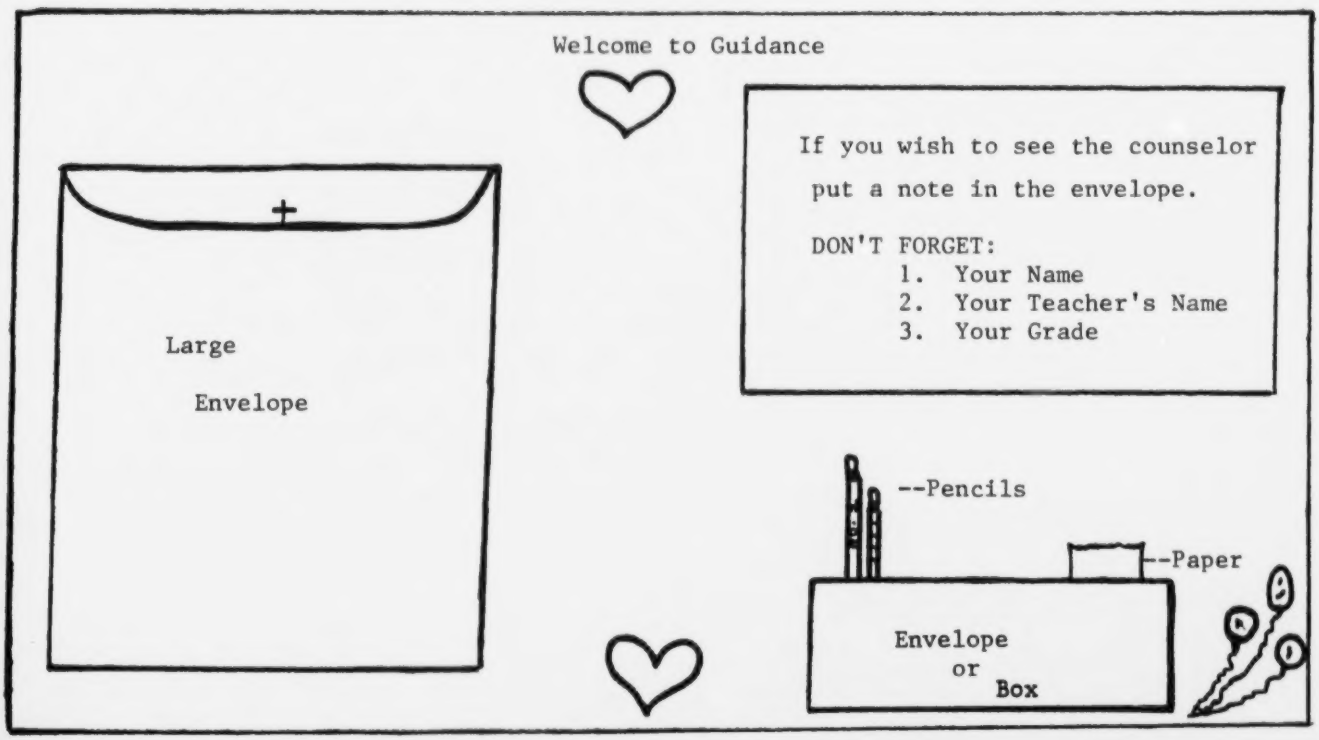
A well equipped guidance office would always have materials for three groups of people.

- **Students** - books on divorce, how to study, manners, child protection, family problems, etc.
- **Parents** - books on parenting, listening skills, helping children study, discipline problems, etc.
- **Teachers** - materials on testing, motivation, discipline, classroom activities, etc.

SAMPLE STOP LIGHT FOR GUIDANCE OFFICE




SAMPLE MAILBOX



## SECTION IV

**First Week of School . . .**

: During the first week of school the new counselor should be seen in the halls greeting students as they enter.

: Drop by classrooms early in the morning. Students who are found sitting alone in a classroom - when everyone is outside - are often giving you a signal that something is wrong in their lives.

: Always speak to students in the halls and lunchroom. Friendliness is contagious. One counselor offered to sit with each teacher's class during lunch on each teacher's birthday.

: Occasionally wander around the playground and talk to students.

: See the students off at the end of the day. Don't wait for teachers to complain or principals to assign such duty. Always try to be one jump ahead.

: Remember that sometimes one's best counseling is accomplished on the run. Principals and teachers are impressed with active participation in the student's lives.

**Classroom Orientation**

Every classroom should be visited by the new counselor during this first week. The classroom teacher should be requested to stay in the room for several reasons:

: Follow-up activities will be suggested based on these classroom visits.

: Discipline problems are counteracted.

: This takes away the feeling that this is a free period and is not really important.

## SECTION V

**Public Relations . . .**

The guidance counselor serves as the public relations person for the guidance program.

**Parents**

: During the first few weeks of school attend the first PTA meeting.

: Use this as an opportunity to let parents know the role of the counselor and how the counselor can be of service to them (see attached sheet).

: A Task Force should be formed to include teachers, parents, and counselor. This Board would be vital in helping to sell innovative programs to the school and recruiting parent volunteers (Career Day, Housewise Streetwise, etc.)

: Written Communication should consist of newspaper articles about special programs. A monthly parent newsletter could include upcoming guidance events and parenting tips. Send short notes home with each student after a classroom visit. Students can serve as mailmen.

**Community Organizations**

: Organizations in the community are always interested in special programs and projects that would be of benefit to the community. Since the elementary program is new in many areas, use this as an opportunity to sell the guidance program.

: Churches have a concerned interest in youth and wholesome programs that would benefit them.

## OUTLINE FOR ORIENTATION PTA - PTO

**I.** New position this year

- I am very excited about the job.
- The teachers and principal have made me feel at home and affirm daily how much a counselor is needed at the school.
- Your children make the job exciting.
- I've never been given as many hugs in one day as I get at this school.

**II.** The big questions that I would have as a parent is, "What does an Elementary Counselor do?"

1. This is A new program.
2. The Department of Education provides guidelines in developing guidance programs at the local school level.
   - Daily lesson plan - like a regular teacher
   - Monthly plan of activities - principal - district office
   - Process developing objectives for the entire Guidance Program
   - Weekly schedule posted of guidance activities.

**III.** Some of the more exciting things that will directly involve your children

1. I have already been in each classroom and talked with the children about my role.
2. During the school year four or five different series will be offered in each classroom.

   Example: Feeling Good About Yourself
   Good Study Habits
   What Kind of Job or Career Do You Want?
   Getting Along with Parents and Friends

3. Small groups (5 or 6 students with special needs - referred)
   - Behavior problems
   - Children who are repeaters
   - Children with home problems
   - Shy children who can't make friends
   - Children who are unmotivated or lack good study habits

4. Referral person - for teacher (children who lack adequate clothes, glasses, health needs, excessive absenteeism, achievement)

5. Individual Counseling - students who could not benefit from a small group.

IV. Testing Coordinator

- Inservice for teachers
- Interpreting test scores

V. Main Theme is Prevention

- Keep small problems from becoming big problems
- I am here to be the Guidance Counselor for <u>every</u> child at the school, not just the problem child.

VI. In Closing

Please forgive my being "overly enthusiastic" - I welcome your input and look forward to working with you.

## SECTION VI

**Counselor Activities**

A new counselor is faced with many challenges, but the heart of the program should center around the following activities:

**Classroom Guidance (1/3 of your overall time)**

Classroom guidance should be scheduled for each class of students periodically.

: The Duso Program was developmentally designed to assist children in understanding themselves better, developing positive self-images, developing an awareness of the relationship between themselves and others, and recognizing their own goals and needs (Blue kit is generally used K-3, Aqua kit is used 4 and 5).

: The counselor will want to supplement sessions on special topics of interest to a particular class (A class problem, special holiday, moving to a new room, or house, etc).

: Special programs targeted at different grade levels should be used: (1) (Housewise Streetwise deals with latchkey children in the 3rd grade, (2) How To Be Your Own Best Hero deals with child protection and safety, (3) Schoolwide programs such as Career Day, Warm Fuzzy Day, (4) Implementation of new discipline programs, (5) Programs to improve test scores, (6) Programs on improving study skills.

**Group Guidance (1/3 of your overall time)**

: Small groups should consist of 6-7 individuals who have similar problems (divorce, self-esteem, shyness, sexual awareness, coping with death, study skills, motivation, etc).

: Each group should meet once a week for six weeks.

: The sessions will be 20-30 minutes long.

**Individual Counseling (1/3 of the your overall time)**

: Individual counseling arises out of contacts with students in halls, classrooms, etc. They come as self-referrals or they are referred by principals, teachers, parents, and their friends.

: Sessions should range from 5-15 minutes.
Each sessions should include:

1. Establishing rapport
2. Identifying feelings
3. Identifying the problem
4. Establishing a plan of action
5. Instilling hope and affirmation

Experienced counselors should be able to identify quickly a real problem. Students who are "wasting time" in the guidance office should be sent back to class immediately. While these students are few, sessions can be arranged during lunch, recess, or after school. Make the time inconvenient and make it a time when the student has to give up something to see you. This way the counselor will know if the problem is real. These students may benefit from a small group or peer tutor.

Individual counseling can also be accomplished in the hall, on the playground or on the run. Be flexible as far as the office is concerned. The main concern of the counselor is to give his/her undivided attention to the person who has requested help.

## PARENT - TEACHER CONFERENCE INSERVICE

One of the things that the counselor will be asked to do for the staff is to provide an inservice session. Since principals and teachers are always concerned about working with parents, the counselor may want to conduct an inservice on how to give an effective parent-teacher conference. Below is a suggested lesson plan.

**Materials Needed:**

Small table, and two chairs
Poster (listing points of an effective conference)
Hat or coat
Shopping bag (loaded with papers, books, toys, apple, etc)

**Objectives:**

The teacher will be able to name and explain the important steps in having an effective parent-teacher conference.
The teacher will be able to demonstrate how to give an effective parent-teacher conference.

**Lesson Plan:**

**I. Introduction**

As teachers and counselors we are asked to do many things. Working with parents is one thing that can be productive and rewarding if it turns out well. Today we are going to talk about how to give an effective parent-teacher conference.

Before we begin, when you first heard me say, "parent-teacher conference," what was the first thing that came to your mind? How did you feel?

**Examples:** scared, bored, oh no!, dread, uptight, nervous, mad, will I know what to say?, etc.

We all have had these feelings. Since we are faced with the task of meeting with parents, let us look at how one teacher gave her parent conference. I have asked Mr. Smith, our principal, to role plan this scene with me. Let me set the stage for you. Mr. Smith has requested a conference with the teacher to discuss his son's grades. His son is an excellent math student but does poorly in reading.

## II. Role-Play

Discuss with the principal his role ahead of time. The play begins as follows:

> The parent enters the teacher's room for the appointment. The room is empty because the teacher is running late. The parent becomes increasingly irritated while waiting.
>
> The teacher enters carrying a large shopping bag and appearing disorganized. Preparation has not been made ahead of time.
>
> The teacher is unable to remember the child's name or the reason for the conference.
>
> The parent wants to see examples of his child's work but the teacher cannot find them.
>
> Since the teacher does not have a plan, the conference ends on a hopeless note with lack of plans for helping the child. Teacher and parent are frustrated.

## III. Discussion as follows:

What went wrong with the conference?

**Example:** The teacher was late disorganized, unprepared, did not know the child, was unable to provide examples of the child's work, the session ended on a hopeless note, etc.

## IV. How to Give an Effective Parent-Teacher Conference

**Four Point: (Use Poster)**

Before the parent arrives, the teacher is already prepared. She knows the child's strengths and weaknesses and has examples of the child's work. The teacher is able to suggest activities for the parent to do at home. The teacher is able to inform the parent of her role with the child and how she plans to help the child at school.

### 1. Establish Rapport and Empathy Through Friendliness and Warmth

Thank the parent for coming. At this point say something positive about their child.

2. **Define the Problem**

Move quickly into identifying the problem. If the parent has called the conference, what is the reason? If you called the conference, state the problem clearly.

Find out if the parent has noticed a change in the student at home.

3. **Action Phase**

This phase involves two steps:

1. What the teacher is going to do for the student.
2. What the parent is going to do for the student.

**NOTE:** If teacher and parent come to an impasse on things to do, this should be a signal to refer the child for testing, guidance, and mental health, etc.

4. **Instillation of hope**

Every conference should end on a positive note. Make the parent feel that if these suggestions do not work then there are hundreds of other things to try.

Include a timeframe to follow-up with parent (can be phone call or note home).

Write down for the parent the results of the conference and keep a copy for your records (see attached).

V. **Role-Play**

The role-play should demonstrate all the points reviewed. Once the role-play is completed, ask the teachers to point out the effective things in the conference.

## PARENT-TEACHER CONFERENCE

Name of Student _____

Name of Parent _____

Area of Weakness:

Reading
Writing
Math

Parent:

_____

_____

_____

_____

Teacher:

_____

_____

_____

_____

Conference date: _____ Time: _____

Follow-up:

_____

_____

_____

_____

**EXAMPLES**

**OF**

**CLASSROOM PRESENTATIONS**

## OUTLINE OF CLASSROOM PRESENTATION

## 5TH GRADE

**Materials needed:**

2 posters showing a child frightened or worried
Record 15, Duso 2, Story VII-C
Guidance slips and letter to parents

**Objectives:**

To be able to name each child.
To be able to name the ways your mind and body react when you are worried.
To be able to identify specific action steps when anxious or worried.

**Lesson Plan:**

**I. Introduction**

Use this time to pass out name tags for the students to wear. The counselor will quickly learn student's names and can use these name tags again when he/she has a return classroom visit.

**II. Have you ever been frightened or worried? How did you act?**

A. What happens to your <u>body</u> when you become frightened or worried?

| | | |
|---|---|---|
| headache | neckache | breathless |
| stomach ache | sweaty | breathe fast |
| pace back and forth | face flushes, turns red | |
| wring your hands | cry | numb |
| unable to move | | |

B. What happens to your <u>Mind</u>? (Write on board)

| | | |
|---|---|---|
| become confused | anxious | scared |
| nervous | uptight | angry |
| sad | can't think | jumpy |

**III. <u>Two Ways We Can React</u>**

1. paralyzed, numb, unable to do anything
2. try to do something about the problem

**IV. Listen to this story about some students your age and how they reacted at being frightened or anxious. (Record 15, Duso 2, Story VII-C)**

A. All of you have felt these things before. We've named some ways our mind and body respond.

B. What were the children thinking about as they waited for the play to start?
C. What could happen if they made mistakes in the play?
D. What could they do about it?

**V. Let us look at the things we can do when feeling anxious.**

1. Take several deep breaths slowly
2. Be still - relax - calm yourself
3. Repeat words such as calm, quiet, peaceful, still
4. Make a plan of action
5. Ask someone for help
6. Talk it over with someone
7. What would a grownup do?
8. Take charge of the situation
9. Don't let feelings and imagination run away with you

**VI. Activity:** <u>The Worry Game</u>

1. Divide the group into two teams -
   The Worriers
   The Doers
2. Leader states: "Tomorrow we are going to the fair".
3. First child on Worrier team suggests something that might happen to spoil the trip - i.e., flat tire.
4. First child on Doer team must make a decision or suggest a solution - i.e., such as changing the tire. If something cannot be changed such as measles - choose alternative such as watching TV. This child earns a point.

**NOTE: If the student cannot make a decision, worries score point.**

5. Second child on Worrier team suggests another problem that might spoil trip.
6. The team with the most points wins.

**VII. Give out slips for guidance and letter to parents.**

**VIII. Follow-up suggestions for teacher:**

Write a worry story. The story end with "so all my worrying was for nothing".

**OUTLINE OF CLASSROOM VISIT**
**(END OF YEAR)**
**K-1st, 2nd Grades**

**Materials Needed:**

Record - The New House SI-157 (Record 17-A) Duso I
Pictures

**Objectives:**

To identify feelings associated with moving
To identify problems one may encounter when moving
To identify ways to cope and meet the challenge of moving

**Lesson Plans:**

**I. Introduction:**

How many of your have every moved to a new house, new school, new classroom? Sometimes we feel happy, scared, angry, or sad. Duso knows someone who is moving and he wants to tell you about his friend Marcie.

**II. Play record - The New House SI-157(Record 17-A) Duso I**

Sometimes Marcie felt -
sad because of losing friends and losing house
happy because she had someone to hug her; had someone to smile at her; and she made new friends

The counselor can use this time to let students know of plans to move to a new town, school, classroom, etc.

1. I am moving too - to another town and school
   I feel sad- I will miss you and my friends
   I feel happy - a new place, meet new friends

2. You will not be alone because a new counselor will take my place. A new counselor wants to be your friend too.

3. Show pictures of the counselor's new home, school, etc.

4. The counselor can ask the students to write a good-bye letter. (Have address on the blackboard and student can send letter or give the letter to the counselor).

**WHEN FAMILIES MOVE**
**3rd-5th Graders**

**Materials Needed:**

Filmstrip: Walt Disney - When Families Move
Cassette: Walt Disney - When Families Move
Picture of new house
New Church
Picture of Capitol in Columbia
Picture of high school or college

**Objectives:**

To identify feelings associated with moving
To identify problems one may encounter when moving
To identify ways to cope and meet the challenge of moving

**Lesson Plans:**

**I. Introduction to Filmstrip - When Families Move**

**A. Discussion**

1. How Many of you have moved to a new town before?
2. New neighborhood, new house, new school

This film is about what happens when one is faced with moving to a new house, a new school or new classroom.

**B. Listen for the feelings one experiences.**
**C. Listen for the problems one encounters.**
**D. Listen for the ways to handle or make moving easier.**

**II. Show filmstrip on moving**

**A. Discussion**

Talk about feelings the students saw or felt and problems they may encounter.

Feelings - hurt, sad, excited, scared, lonely
Problems - things are different; make new friends; meet new teachers.

**III. Ways to Cope**

**A.** Visit your school ahead to time.
**B.** Ask a parent to let you help arrange your room.
**C.** Take some familiar things with you to hang in your room.
**D.** Ask a friend to write (share addresses and telephone numbers before you leave)
See further examples from filmstrip

## SECTION VII

## PARENT CONFERENCES. . .

### Before the Conference Begins

: Check cumulative folder for personal information: Who lives with the child, educational level and type of work of parents, number of children in the home, grandparents, how many times has the child moved, etc.

: Academic standing - test scores, grades, failures, achievements, etc.

: Check with former teachers about child's work, friends, etc. What contact has the teacher had with the child's parents?

: The more information the counselor can obtain before the conference, the better prepared the counselor will be for the conference.

### The Conference

: **Establish rapport and empathy**
This phase is the informal get-to-know-you meeting where the counselor puts the parent at ease. Begin to identify the feelings of the parent.

: **Define the Problem**
Move quickly into identification of the problem. One of the quickest ways to begin is to ask the parent what they consider the problem to be. As they talk, identify with feelings. This will cause the parents to move to a deeper level of disclosure.

: **Action Phase**
Once the problem has been established, determine what actions will be taken by the parent and by the counselor. It is important for the counselor to be seen as a helper.

: **Instillation of Hope**
Every session should end in some positive word of encouragement and hope. This does not mean giving a false reassurance that everything is going to be all right. It does mean that the counselor can be affirming of the student's strengths and abilities. This automatically instills a positive feeling about the session.

## SECTION VIII

### Special Guidance Events

Throughout the school year special guidance events should be scheduled for the entire school. This pulls the school together as a whole, and promotes a very positive image for the Guidance Program.

: **National Guidance Week**

Each year the American Association of Counseling and Development (AACD) will set a date to celebrate Guidance and Counseling. The Association usually prepares a package and establishes a theme about counseling. While one does not have to follow this theme, some counselors use this as a time to promote some aspect of Guidance they feel is important. Others want to emphasize the scope of guidance. This is usually a time to remind everyone of the great things guidance and counseling can do for students.

: **National Drug Education Week**

This date is set through the school district. The counselor may be in charge or help coordinate these activities. Counselors will have guest speakers in classroom visits concerning Drug Education, will supply teachers with lessons on drugs, will have schoolwide assembly programs and films. The State Alcohol and Drug Abuse Commission has in each community, a person designated to work in the schools. This person is usually an excellent resource. Also, the State Department of Education, Curriculum Division, has several people who can provide materials.

: **Warm Fuzzy Week**

This can be held anytime during the school year. This is a countywide guidance program to promote cooperation and warm, fuzzy feelings for faculty, staff, and children. The objective is to let everyone know he/she is important in the school program. Working together is made easier and more enjoyable when cooperation and friendship are displayed. There are numerous guidance materials and activities available which fit into this emphasis.

: **National Guidance Career Week**

This date is established by the National Vocational Guidance Association. The State Department of Education will be able to help with materials and information. During NGC Week, it is the counselor's task to expose students to as many careers as possible. At a very early age, children should be thinking and dreaming of what they want to do when they are adults. As a part of this program one can use assemblies, classroom visits, guest speakers, parents, tours of the school, etc.

: **IALAC DAY - I Am Lovable And Capable**

This can be held any day throughout the year. The purpose of this day is to build everyone's (faculty, staff, children) self-concept at the school. This emphasis serves as a reminder to everyone in the school that they are lovable and capable.

## SECTION IX

### Testing

#### Statewide Testing

: Testing dates are set each year for CSAB, CTBS and BSAP. They are the same for each district. The principal will decide the counselor's involvement.

: The counselor is usually designated as coordinator for the testing program. Since the Guidance Program may be new in the school, another person may already be in charge of testing. If this is the case, the counselor will play a minor role rather than be in charge.

: Attitude about the testing program is extremely important. If the program is viewed as valuable and significant, teachers and students will view testing in this same light.

**Duties as Coordinator will consist of the following:**

: Attending district training sessions to receive instructions for testing.

: Providing inservice on test administration with teachers.

: Providing specific checklists on written instructions for teachers. This leaves little room for misunderstanding (see attached)

: Making arrangements for students who will not be tested and notifying teachers of these arrangements. Resource, library and music teachers may be willing to keep these students. Counselors coordinating the testing program are not to keep these students. The counselor would need to be available for problems should they occur.

: Informing teachers that interruptions will not take place. Bells, loud speakers and lawn mowers will be turned off. The counselor will be in the halls making sure that parents or visitors do not interrupt.

: Discussing with your principal ways to handle proctors. Sometimes volunteers who do not understand the importance of testing may invalidate scores through being overly helpful or critical. An inservice should be held to explain the duties and ways how to respond to children who ask for help.

: Sending a note home from the principal to parents a few days before testing (see attached).

: Distributing the correct number of test booklets, answer sheets, scratch paper, and No. 2 pencils.

: Coordinating makeup testing for students who were absent. After testing is completed, check for correct information and codes.

: Arranging a time with district to return testing materials.

NOTE: **Counselors serving more than one school should request building principals to designate a responsible person to help with the coordination of testing. Most principals will be willing to adjust counselor schedules during testing so that the counselor can touch base at both schools.**

## ELEMENTARY COUNSELOR'S TESTING CHECKLIST

### MONDAY

Pick up Materials

___ Test booklets
___ Manual
___ No. 2 pencils

___ Checkout:
___ Security Nos.
___ Count number books
___ Count practice
___ Check color books
Grade 1 - Red
Grade 2 - Purple
Grade 3 - Green
___ Check form
___ Check book errors:
___ pages out
___ upside down
___ torn
___ out of order
___ Initial Sign Out
___ Study Manual

**AFTERNOON**

___ Study Manual

___ Fill out books items before testing
___ Return manual booklets



### TUESDAY

Practice Test

___ Pick up practice
___ Pick up manual
___ Go over how to bubble
___ Sharpen pencils
___ Clean hands
___ Don't tear
___ Fill in completely
___ No stray marks
___ Do not bubble over circle

___ Return:
___ Manual
___ Practice tests

### WEDNESDAY

Reading Test

___ Bathroom(wash hands)
___ Pick up:
___ booklets
___ manual

___Sharpen pencils
___ Send out resource
___ Testing sign-door knob
___ Read aloud only the direction in black
___ Do not reword
___ Have reading books for early completers
___ Allow time for all to finish

___ Collect tests
___ Check bubbles
___ Return manual
___ Return booklets

### THURSDAY

Math Test

___ Pick up:
___ booklets
___ manual
___ pencils
___ Sharpen pencils
___ Send out resource
___ Testing sign
___ No scratch paper
___ Do not work near bubbles

**AFTER TESTING**

___ Fill out booklet covers for items after testing
___ Put booklets in order by Security Number - not make-up students

___ If make-ups, fill out make-up roster
___ Separate materials into two stacks

**Stack 1**

___ Study Make-up Roster - Pg 31
___ Test booklets for Make-up
___ Paper banded set: Completed test books in order by Security Number
___ Return pencils

### FRIDAY

Reading II - Form B

___ Pick up:
___ Teacher's Manual Supplement
___ Booklets
___ Sharpen pencils
___ Send out resource
___ Testing sign
___ Check bubbling

**Stack 2**

___ Teacher's Manual

___ Unused test booklets

**Pine Ridge Middle School**
**Ridge Drive**
**Columbia, South Carolina**

Office of the Principal

Dear Parent:

Next week, Tuesday, Wednesday, and Thursday, your child will be taking some very important tests every morning. This will tell us how the students are doing in math, reading, spelling, language, science, social studies and study skills. The results will help us at Pine Ridge Middle School do a better job with instruction. When we get the results, you will have an opportunity to get the results for your child.

It would be beneficial if you would do the following:

1. See that your child gets a good night's rest Monday through Wednesday.
2. Provide a good breakfast each morning.
3. Encourage your child to do a good job.
4. See that you child brings two #2 pencils to school on these days.
5. Being at school on time every day is very important.

Thank you for your support at home. Our school is a much better place when parents and teachers work together.

Sincerely,

Principal

GS/pm

## SECTION X

### Accountability

An effective counselor knows that keeping accurate records is essential when it comes to accountability. While the counselor's main concern should always be children, an effective counselor realizes that proving oneself to school and district personnel is necessary. Since counselors hold professionalism and competence in high esteem, one should not have problems with this task. Consider the following:

#### Daily Record

Keep a daily record, log, or lesson plan booklet on every child, small group, classroom visit, parent, staff and principal contact. Break this down by periods showing times and dates. Contacts with DSS, Health Department, Mental Health should also be included, especially the contact person. This record should be readily available for all to see (see attached). Validate reporting of child sexual abuse and neglect.

#### Personal Notebook

Each counselor should keep a personal notebook to record sessions held with students. This notebook will be fore private use only. Names run together and memories fail when seeing hundreds of children. This book should be alphabetized by using the child's last name at the top of the page. This allows one to skip through pages quickly when a child makes an appointment. Include the date, grade, teacher's name, and who referred the child. Include a short summary as a reminder of the previous session. Calls to other agencies should also be noted.

#### Schedule

Every counselor should have a weekly schedule displayed in the guidance office.

# DAILY LESSON PLAN

Teacher _____ Week _____

| | Period: Grade or Subject: Class: | Period: Grade or Subject: Class: | Period: Grade or Subject: Class: |
|---|---|---|---|
| | Unit Objectives:<br>Unit Evaluation:<br>1st Period | Unit Objectives:<br>Unit Evaluation:<br>2nd Period | Unit Objectives:<br>Unit Evaluation:<br>3rd Period |
| MONDAY | | | |
| TUESDAY | | | |
| WEDNESDAY | | | |
| THURSDAY | | | |
| FRIDAY | | | |



Teacher _____ Week _____

| | Period: Grade or Subject: Class: | Period: Grade or Subject: Class: | Period: Grade or Subject: Class: |
|---|---|---|---|
| | Unit Objectives:<br>Unit Evaluation:<br>4th Period | Unit Objectives:<br>Unit Evaluation:<br>5th Period | Unit Objectives:<br>Unit Evaluation:<br>6th Period |
| MONDAY | | | |
| TUESDAY | | | |
| WEDNESDAY | | | |
| THURSDAY | | | |
| FRIDAY | | | |

**The Elementary Counselor believes -**

- all children have worth and dignity.
- all children's opinion have value.
- children have the right to struggle with making their own decisions.
- even the youngest child feels deeply and is sensitive to hurt, happiness, anger and all of the emotions felt by adults.
- in the strength and courage of the young child to face disappointment and tragedy and still bounce back with newness of life.
- the young child has rights by law and is afforded protection from harm.
- in the child's determination to love in spite of rejection.
- in the child's compassion to forgive.
- the small child has things to say worth hearing and dreams that need to be fulfilled.
- the counselor and the child together discover the meaning of life's problems.

Author Unknown